

Factors Affect Self-Confidence Among Disadvantaged Pupils

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This quantitative study investigates the role of self-confidence in English language learning outcomes among disadvantaged children. Grounded in the self-efficacy theory, the research explores how pedagogical factors influence self-confidence in English acquisition among 162 elementary school-aged children from socioeconomically disadvantaged backgrounds, including orphans. The findings reveal no significant influence of teaching content, teaching methods, or instructional materials on self-confidence in disadvantaged children's English learning. Instead, teacher-related factors, particularly engagement and professional conduct, emerge as key determinants of student self-confidence. The study highlights a crucial link: increased teacher engagement and professionalism lead to a significant increase in self-confidence among disadvantaged students, suggesting a potentially greater return on investment in teacher training and development compared to expensive pedagogical resources. These findings hold significant policy implications for enhancing educational quality within lower socio-economic groups, aligning with the SDGs' goals. The government may achieve a greater impact by prioritizing investments in teacher education and development rather than solely focusing on expensive teaching materials.

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